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ABSTRACT

This report documents the findings of a questionnaire survey conducted in Delaware during the spring of 1973. Senior students in a sample of Delaware high schools were asked to provide certain information concerning their educational and occupational plans for the immediate future, and the extent to which these plans had been implemented at the time of the survey. Additional questions focused on several related matters, including student perceptions of higher education in general, and of Delaware institutions of higher education in particular. The sample results indicate that four out of five respondents plan to continue their formal education beyond high school. Those planning to attend college immediately following graduation from high school accounted for more than half of all respondents. A summary of the major findings includes: (1) More than three-forths of the respondents expressed the belief that obtaining a college education is generally important and specifically affects lifetime earnings and employment security. (2) Almost nine out of ten students planning to attend college in Delaware would select a public institution. (3) When seeking information about colleges and universities, four out of five students planning to attend college consult a guidance counselor. (4) Seven out of ten respondents planning to attend college expect to use money from their parents to finance their education. Appendices contain an explanation of the survey methodology and contain a copy of the survey instrument. (Author/PG)

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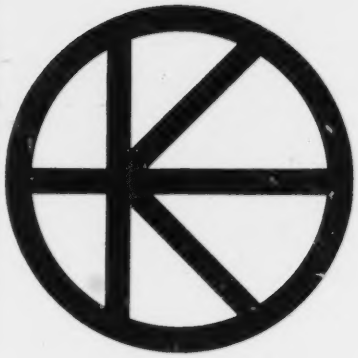

Prepared for
The Delaware Higher Educational
Aid Advisory Commission

THE EDUCATIONAL AND OCCUPATIONAL PLANS OF DELAWARE HIGH SCHOOL SENIORS: AN ANALYSIS OF 1973 SURVEY DATA

by
Anne Mooney Hudson
and
Norfleet W. Rives, Jr.

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FOREWORD

This report was prepared at the Division of Urban Affairs, University of Delaware, under contract with the Delaware Higher Educational Aid Advisory Commission. Full financial support was made possible by a grant awarded under Title I of the Higher Education Facilities Act, as amended, from the Division of Academic Facilities of the United States Office of Education. The research was funded from Fiscal Year 1972 and published in September 1973.

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Anne Mooney Hudson
Norfleet W. Rives, Jr.

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PART I

SUMMARY OF MAJOR FINDINGS

This report documents the findings of a questionnaire survey conducted in the State of Delaware during the spring of 1973.[1] Senior students in a sample of Delaware high schools were asked to provide certain information concerning their educational and occupational plans for the immediate future, and the extent to which these plans had been implemented at the time of the survey. Additional questions focused on several related matters, including student perceptions of higher education in general, and of Delaware institutions of higher education in particular.

The sample results indicate that four out of five respondents plan to continue their formal education beyond high school. Those planning to attend college immediately following graduation from high school accounted for more than half of all respondents. This represents a slight increase over the figure reported in a 1966 study of the post high school plans of Delaware high school seniors.[2] The major findings of the present study, in addition to the proportion of students planning to attend college, are summarized below.

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[1] Appendix A explains the survey methodology; Appendix C contains a copy of the survey instrument.

[2] C. Harold Brown, Post High School Plans and Factors Associated with College Selection for Delaware High School Seniors, 1966, a report prepared by the Division of Urban Affairs, University of Delaware, for the State of Delaware Higher Educational Aid Advisory Commission (Newark, Delaware: 1966), table 3, p. 20.

1. More than three-fourths of the respondents expressed the belief that obtaining a college education is generally important and specifically affects lifetime earnings and employment security. This belief is more prevalent among students planning to attend college than among those not planning to attend.

2. Almost 9 out of 10 students planning to attend college would select a public institution of higher education, if asked to limit their choice to schools in Delaware. The most frequently mentioned reason for choosing an institution, regardless of the school chosen, is that the institution has a good program in the field of study in which the respondent is most interested.

3. One out of every four respondents planning to attend college expects to complete his or her higher education with either a professional diploma from a nondegree program or an associate degree. Among students planning to obtain at least a bachelor's degree, more than half expect to complete graduate programs.

4. Three out of five respondents had chosen an occupation they plan to enter following completion of their formal education. Among those who have made a choice, about 60 percent expect to enter professional and technical occupations.

5. When seeking information about colleges and universities, four out of five students planning to attend college consult a guidance counselor. No other source of information was mentioned nearly as frequently. More than two-thirds of the respondents planning to attend college found the guidance counselor either very helpful or of some help. The 1966 study reported a similar result.[1]

6. Seven out of 10 respondents planning to attend college expect to use money from their parents to finance their education. No other source of funds was mentioned nearly as frequently.

7. Among students planning to attend college, about two-thirds expect to attend a school located in Delaware. This represents a significant increase over the figure (53 percent) reported in the 1966 study.[2]

8. The most important reason for choosing an institution of higher education, among students who have made application, is "school offers a good program in the field of study in which I am most interested." This reason was specified by approximately 50 percent of the respondents. The same reason was cited by only about 30 percent of the respondents in the 1966 study.[3]

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[1] Ibid., table 6, p. 28.

[2] Ibid., table 10, p. 40.

[3] Ibid., table 12, p. 47.

9. The program of study most frequently selected by students planning to attend college was nursing, followed by business administration, secretarial studies, elementary education, and accounting.

10. Two out of three respondents planning to attend college expect to pursue their chosen programs of study at the baccalaureate level.

PART II

PURPOSE OF THE STUDY

American higher education has undergone a radical transformation during the past several decades. Colleges and universities, once the bastions of intellectual pursuit for the Renaissance scholar, are now in the business of providing vocational and technical training. Changing economic and social conditions are primarily responsible for this restructuring of traditional academic values. Students in contemporary society, confronted by an uncertain labor market, must coordinate their educational and occupational plans. Many of these students, unlike many of their predecessors, cannot afford the luxury of pursuing higher education for its own sake.

Recent changes in the structure of American educational institutions confront economic and social planners with a difficult problem of resource allocation. The future demand for higher education must be anticipated with reasonable accuracy to guarantee a continuous supply of the appropriate educational services. Enrollment projections are an important source of information, because they provide a useful basis for establishing future capital and labor requirements. The companion volume to this report presents current estimates and projections to 1990 for Delaware population and higher education enrollment.[1]

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[1] Norfleet W. Rives, Jr., Delaware Population and Higher Education Enrollment: Current Estimates and Projections to 1990 (Newark, Delaware: Division of Urban Affairs, University of Delaware, September 1973.)

The educational planning problem has both a quality and quantity dimension however, and enrollment projections consider only the latter. The quality dimension focuses on such essential matters as the future demand for different types of courses and programs, financial assistance, and campus housing arrange ments. The educational and occupational plans of students presently attending high school provide a useful guide to the future structure of the quality dimen sion for planners concerned with this dimension of the problem. The primary pu pose of this research is to provide the Delaware Higher Educational Aid Advisor Commission with a basis for educational planning. The authors hope, however, that the information and analyses contained herein will find a wider audience among those concerned with the future of higher education.

PART III

CHARACTERISTICS OF THE RESPONDENTS

Before discussing the findings of the questionnaire survey in detail, it is appropriate to report selected demographic and personal characteristics of the sample of respondents. Since the socioeconomic status of a respondent's family was expected to influence the formation of his or her educational and occupational plans, certain characteristics of the parents of respondents are also reported.

The composition of the sample population by age, sex, and ethnic background is shown in table 1. These data suggest a representative sample with respect to the basic demographic characteristics. The overwhelming majority of respondents was either 16 or 17 years old at the time of the survey. The sample contains approximately equal numbers of each sex, but there are slightly more females than males. More than 80 percent of the sample population is white; 15 percent is black; the remainder is distributed among other nonwhite ethnic groups.

Since approximately half of the public school districts in each county were selected to participate in the study, it was expected that about two-thirds of the respondents would be residents of New Castle County. More than 10 percent of the students who responded to the questionnaire are residents of Kent County, and 18 percent reside in Sussex County. The small number of students who are not residents of Delaware are enrolled primarily in the state's independent secondary schools.

TABLE 1

CHARACTERISTICS OF THE RESPONDENTS

Characteristic	Number	Percent
Age (years)		
16	22	0.6
17	1,860	49.9
18	1,671	44.8
19	150	4.0
20 and over	25	0.7
Sex		
Female	1,930	51.5
Male	1,818	48.5
Ethnic background		
White	3,114	83.5
Black	572	15.3
Latin American	21	0.6
Oriental	14	0.4
Other	8	0.2
Place of residence		
New Castle County	2,499	67.6
Kent County	389	10.5
Sussex County	667	18.0
Not in Delaware	144	3.9
Scholastic average		
A	422	11.8
B	1,690	47.4
C	1,366	38.3
D	89	2.5
Varsity sports		
Participants	1,403	38.8
Nonparticipants	2,217	61.2
Household size		
Under 3 persons	111	3.0
3-5 persons	2,278	62.1
6-8 persons	1,035	28.2
9-11 persons	200	5.5
12 persons and over	45	1.2
Duration of residence		
Under 1 year	50	1.4
1-4 years	701	19.8
5-9 years	790	22.3
10-14 years	637	18.0
15 years and over	1,357	38.4

Note: Figures will not add to total sample size due to differential response rates.

It was expected that the student's achievement in high school, as measured by grades, would influence both the plan to pursue higher education and the prospects for receiving academic scholarship assistance. Almost 12 percent of the respondents indicated they had maintained an average of "A" over the last two years. The modal scholastic average earned during the past two years was "B" (47.4 percent); the next largest group of students reported "C" averages (38.3 percent). Similarly, some students who have excelled in the high school sports program might expect to receive athletic scholarships in support of a college education. The survey results indicate that nearly 40 percent of all respondents had participated in a varsity sport during their high school careers.

About 80 percent of the respondents reported that they live with both of their original parents, and 96 percent have at least one living brother or sister. The average household size, including the respondent, is approximately five persons. Despite the high mobility of the American population, more than half of the students sampled indicated that they have lived in their present residence for at least 10 years. Many of these respondents have been at the same residence for 15 years or longer.

Information about the educational attainment and occupation of parents was sought from all respondents (table 2), regardless of whether the student and his or her parents live in the same household. According to the survey results, the most common level of educational attainment for both fathers and mothers is graduation from high school. But, whereas about one-third of the fathers are college graduates, only 20 percent of the mothers have bachelor's degrees.

The occupational category with the largest percentage of fathers is professional and technical worker. The fathers are also heavily concentrated in

managerial occupations and the craftsman group. The modal occupational category for mothers is housewife. Those for whom occupations other than housewife were mentioned are clerical workers, professional and technical workers, and service workers, in that order of frequency.

TABLE 2

CHARACTERISTICS OF THE PARENTS OF THE RESPONDENTS

Characteristic	Father		Mother	
	Number	Percent	Number	Percen
Education				
No formal education	31	0.9	17	0.5
Elementary school	324	9.5	179	5.1
Some high school	557	16.3	631	18.0
High school graduate	973	28.5	1,482	42.3
Some college	388	11.4	483	13.8
College graduate	698	20.5	531	15.2
Postgraduate training	441	12.9	177	5.1
Occupation				
Professional and technical worker	1,000	33.2	486	15.4
Manager, official, and proprietor, including farm	604	20.0	119	3.8
Clerical worker	113	3.8	680	21.5
Sales worker	159	5.3	142	4.5
Craftsman	670	22.2	32	1.0
Operative	247	8.2	106	3.4
Service worker, including private household	115	3.8	408	12.9
Laborer, including farm	104	3.5	57	1.8
Housewife	NA	NA	1,128	35.7
Employment				
Employed, full time	3,105	87.8	1,235	35.1
Employed, part time	46	1.3	614	17.5
Unemployed, usually works	29	0.8	169	4.8
Unemployed, does not usually work	15	0.4	1,334	37.9
Retired	171	4.8	94	2.7
Deceased	173	4.9	69	2.0

Note: Figures will not add to total sample size due to differential response rates. NA means not applicable.

The survey data indicate a very low level of unemployment among the fathers, but about five percent of the mothers were reported as "unemployed, usually works." Most of the employed fathers and about two-thirds of the employed mothers work on a full-time basis; the remainder work part time. The large category of "unemployed, does not usually work" includes both housewives and other parents (mostly women) with previous labor force experience who are presently not working.

PART IV

PERCEPTIONS OF HIGHER EDUCATION

This section explores some perceptions and evaluations of Delaware high school seniors about the importance of college education in general and about the reasons why they would find it preferable to attend a particular Delaware institution of higher education rather than one of the others. The purpose of this section is to establish a framework within which to consider the specific plans of the sample of high school students and the ways in which they expect to implement their plans. Thus, the questions discussed here are general or hypothetical; they do not refer to the respondent's actual expectations for the future.

The Importance of Higher Education.

Since higher education is neither compulsory nor inexpensive, one of the factors likely to influence a student's post high school plans, as well as the selection of a particular college, is his or her perception of the importance of having a college education. Three questions about the value of higher education were asked of all respondents (Q1, Q2, Q3).[1] The first and most general question asked the respondents to evaluate the importance of obtaining a college education, considering its cost; nearly 80 percent checked either "very important" or "important" (table 3).

[1] Q1, Q2, and Q3 refer to questions 1, 2, 3, respectively, in the survey instrument. For the exact wording of the question, readers are referred to the reproduction of the questionnaire found in Appendix C.

TABLE 3

IMPORTANCE OF COLLEGE EDUCATION BY COLLEGE PLAN
(Percent)

Importance of College Education	Total	College Plan		
		Never	Future	Now
Very important	26.4	8.8	16.4	36.4
Important	54.1	43.1	55.6	57.3
Not very important	16.7	39.8	24.3	5.7
Waste of time	2.8	8.3	3.7	0.6
Total	100.0	100.0	100.0	100.0
Number	3,723	729	841	2,148

Two more specific dimensions of the benefits that might be anticipated from a college education are increased lifetime income and increased job security. Asked how much difference a college education would make in the amount of income a person could earn in a lifetime, nearly 87 percent of the students checked either "a great difference" o. "some difference" (table 4). Finally, the data shown in table 5 indicate that about 80 percent thought that having a college education makes at least some difference in the amount of job security a person could expect during his or her working career.

It is clear, therefore, that a majority of respondents believe that a college education is important and that a majority also see specific economic benefits accruing to the college-educated individual. Data not reproduced here show there is no appreciable difference in response to these questions by sex. Other information shows a strong consistency in response to the three questions about the importance of college; that is, if one question is answered affirmatively, it is likely that each of the others will be also.

TABLE 4

EFFECT OF COLLEGE EDUCATION ON LIFETIME INCOME
BY COLLEGE PLAN
(Percent)

Effect of College Education on Lifetime Income	Total	College Plan		
		Never	Future	Now
Great difference	37.9	18.9	29.6	47.7
Some difference	49.0	50.9	53.5	46.5
Not much difference	11.0	24.3	14.2	5.3
No difference	2.1	5.9	2.7	0.5
Total	100.0	100.0	100.0	100.0
Number	3,729	731	843	2,150

TABLE 5

EFFECT OF COLLEGE EDUCATION ON JOB SECURITY
BY COLLEGE PLAN
(Percent)

Effect of College Education on Job Security	Total	College Plan		
		Never	Future	Now
Great difference	34.9	19.3	27.5	43.0
Some difference	45.9	43.7	50.0	45.1
Not much difference	15.5	27.5	18.4	10.2
No difference	3.7	9.5	4.1	1.7
Total	100.0	100.0	100.0	100.0
Number	3,727	728	844	2,150

Doubtless, it is reassuring to all connected with higher education to know that high school seniors in 1973 attached some value to college education in the abstract; a more interesting question is whether there is any relationship between beliefs and enrollments. Unfortunately, it is not known which of the seniors in this sample will actually pursue further education, but information about their intentions at the time of the survey is known. Only about 20 percent of the respondents did not plan to attend college at any time in the future. Students in this category are designated Never planners throughout this report. Another 23 percent planned to continue their education beyond high school, but not immediately following graduation. Students in this category are designated Future planners. The remaining 57 percent planned to enter an institution of higher education immediately after graduation from high school (Q2).[1] Students in this category are designated Now planners. Future planners and Now planners are sometimes combined to form a category of Ever planners. A student is an Ever planner if he or she plans to attend college either immediately after high school graduation or at some time in the future.

The data in table 3 show that for those planning to attend college immediately after high school, the student's evaluation of the importance of college is congruent with his or her own plans. Among the Now planners, over 90 percent believe that higher education is important or very important. On the other hand, only 72 percent of Future planners and 52 percent of Never planners consider a college education important. In tables 4 and 5, relationships are apparent between stated beliefs about the effects of a college education and the plans of the

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[1] This compares with 53 percent of respondents to a similar survey in 1966 who said they planned to attend college. See C. Harold Brown, op.cit., table 3, p. 20.

respondent with respect to further schooling. Nearly 50 percent of Now planners, for example, think higher education makes a great difference in lifetime income, whereas fewer than 20 percent of Never planners think that college education makes a great difference in earnings. The response pattern is similar with respect to the influence of college education on job security.

It would be instructive to follow the careers of the students whose expressed beliefs about the importance of higher education are inconsistent with their plans. For instance, among students who plan to attend college in the future, it might be predicted that those who believe that college is important will be more likely to follow through on their intentions than those who deny the importance of higher education. Similarly, among the few Now planners who expressed doubt about the value of higher education, one might expect to find both college dropouts and some who do not even enter an institution of higher education. The third inconsistency is found among students who say they never plan to attend college, but consider it important. Despite their present lack of a plan for further education, these respondents might well become students in the future, given the opportunity to do so. In order to pursue these questions, it would be necessary to design a study with one or more follow-up questionnaires that would give information about the actual experience of respondents over time, not only their plans and expectations at a given point in time.

Perceptions of Higher Education in Delaware.

Preferred Delaware Institution. Students who plan ever to attend college were asked to name the institution of higher education in Delaware that they would prefer to attend if they were required to limit their choice to Delaware schools (Q11). The data in table 6 show that nearly two-thirds of the respondents

would select the University of Delaware under the stated conditions. The next most frequently selected institution would be the Delaware Technical and Community College, with about the same percentage of students choosing both the northern and southern branches. The third choice, selected by six percent of the students, would be the third public institution--Delaware State College. Less than 15 percent of the students who responded would choose one of the private institutions of higher education in the State, if they were given a choice among all Delaware schools.

TABLE 6

PREFERRED INSTITUTION IN DELAWARE BY ETHNIC BACKGROUND
(Percent)

Preferred Institution in Delaware	Total*	Ethnic Background	
		White	Black
Brandywine College	3.9	3.8	4.3
Delaware State College	6.0	2.8	29.3
Delaware Tech--Kent	1.0	0.9	1.6
Delaware Tech--North	6.4	6.0	8.4
Delaware Tech--South	6.5	6.6	5.7
Goldey Beacom College	3.6	3.1	6.4
Nursing School of Wilmington	2.2	1.8	4.3
University of Delaware	65.7	71.3	35.0
Wesley College	2.7	2.6	3.2
Wilmington College	0.6	0.6	0.9
Other Delaware college	1.4	1.5	0.9
Total	100.0	100.0	100.0
Number	2,830	2,390	440

* Total excludes Latin American, Oriental, and other ethnic backgrounds.

Table 6 also shows the selections of white students compared with black students. The distributions are quite similar, with one important exception. Whereas the overwhelming majority (71 percent) of the white students would choose the University of Delaware, the black student majority was split between the University (35 percent) and Delaware State College (29 percent).

Reasons for Preference. Students who selected a Delaware institution in response to the question just discussed were asked to specify the most important reason why they would prefer that particular institution (Q12). Twelve reasons were offered (table 7). The most frequently selected was, "School offers a good program in the field of study in which I am most interested." Both white and black students specified this reason almost 40 percent of the time, more than twice as frequently as any other reason. The other most frequently specified reasons refer to academic program (good reputation and variety of courses), location (near home), and, in the case of black students, financial assistance. Generally speaking, except for the concern of black students with the availability of financial aid, the profile of important reasons for choosing a particular Delaware college was similar for blacks and whites. Academic reasons are very important, matters of location (except for 11 to 12 percent who would choose to be near home) are not important, and easy course work and easy admission are quite unimportant.

The general profile of reasons cited for selecting an educational institution is interesting, of course, but individual schools may well be more concerned to know whether the general situation applies to their case, or whether students who choose a particular school do so for a unique set of reasons.

TABLE 7

MOST IMPORTANT REASON FOR PREFERRING DELAWARE INSTITUTION
BY ETHNIC BACKGROUND
(Percent)

Most Important Reason for Preferring Delaware Institution	Total	Ethnic Background	
		White	Black
Good program in my field	39.7	39.9	38.2
Variety of courses and programs	17.7	18.4	13.5
Good reputation	15.0	16.1	8.9
Near home	11.4	11.2	12.6
Inexpensive	4.5	4.9	2.8
Other reason	3.6	3.9	2.3
Financial assistance	3.3	1.5	12.8
Varsity team	1.4	1.2	2.8
New place in Delaware	1.2	0.9	2.5
Easy admission	1.1	1.2	1.1
Course work not difficult	0.5	0.5	0.7
Large city	0.4	0.2	1.1
Small city	0.2	0.1	0.7
Total	100.0	100.0	100.0
Number	2,806	2,369	437

*Total excludes Latin American, Oriental, and other ethnic backgrounds.

The data in table 8 show that the most important reasons do not vary greatly with the school selected. For every institution, the most frequently checked reason is still "good program in my field." Nevertheless, it should be noted that more than one-fourth of the students who would select the southern branch of Delaware Tech said their most important reason would be that it is located near their home. Students who would select Delaware State College were more likely to mention the availability of financial aid and the proximity to home than the students choosing other schools.

Given the data in table 9, there is an opportunity to discover any differences between black and white students with respect to the reasons for selection of a particular Delaware institution. Only the public colleges are considered in this table, since too few students selected each of the private schools to make these more detailed comparisons very meaningful. The data show again that academic reasons are most important for selecting each institution, for both black and white students. Having a good program in the student's field of interest is the single most important criterion for preferring an institution. Aside from academic reasons, however, the following differences are of some interest.

White students were more likely than black students to select Delaware State because it is near home; in fact, this is the second most frequently cited reason among white students for selecting Delaware State. Black students, on the other hand, specified financial assistance as the next most important reason after "good program in my field." Again excluding academic reasons, both black and white students would choose the southern branch of Delaware Tech because of its proximity to their homes; black students would choose the northern branch for the same reason. Apart from academic reasons,

TABLE 8

MOST IMPORTANT REASON FOR PREFERRING DELAWARE INSTITUTION BY PREFERRED INSTITUTION
(Percent)

Most Important Reason for Preferring Delaware Institution	Preferred Institution in Delaware											
	Total	Brandywine College	Delaware State College	Delaware Tech Kent	Delaware Tech North	Delaware Tech South	Goldey Beacom	Nursing School of Wilmington	University of Delaware	Wesley College	Wilmington College	Other
Good program in my field	39.3	50.5	35.1	41.3	55.7	41.8	52.9	67.7	35.2	21.8	44.4	80.4
Variety of courses and programs	17.7	9.2	12.7	31.0	16.8	8.2	7.7	4.6	21.4	7.7	11.0	0.0
Good reputation	15.0	17.5	6.9	3.5	1.6	4.9	18.3	10.8	18.2	16.7	5.6	9.8
Near home	11.5	3.7	17.2	13.7	10.3	27.2	9.6	9.2	10.4	10.3	22.2	0.0
Inexpensive	4.6	0.0	4.0	3.5	4.3	5.4	0.0	1.5	5.5	2.6	0.0	0.0
Other reason	3.6	7.3	2.9	0.0	3.8	2.2	3.8	6.2	2.9	16.7	0.0	9.8
Financial assist.	3.2	7.3	12.1	0.0	2.7	2.7	4.8	0.0	2.4	3.8	0.0	0.0
Varsity team	1.4	0.9	2.3	0.0	1.6	1.6	0.0	0.0	1.4	3.8	0.0	0.0
New place in Delaware	1.3	0.9	2.3	3.5	0.5	1.1	1.9	0.0	1.0	7.7	0.0	0.0
Easy admission	1.2	1.8	1.7	0.0	1.1	3.3	0.0	0.0	0.8	3.8	5.6	0.0
Course work not difficult	0.6	0.9	1.1	0.0	0.5	1.1	0.0	0.0	0.4	5.1	5.6	0.0
Large city	0.4	0.0	0.6	0.0	1.1	0.5	1.0	0.0	0.2	0.0	5.6	0.0
Small city	0.2	0.0	1.1	3.5	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	2,868	109	174	29	185	184	104	65	1,881	78	18	41

black students would choose the University of Delaware for financial assistance, while white students mentioned "near home" more than any other non-academic consideration.

Three general conclusions can be drawn from the preceding discussions. First, respondents consider higher education important and a good investment of their time and money. Second, if they were asked to select an institution of higher education that they would be willing to attend, restricting their choices to schools in the State, the majority would choose the University of Delaware. Regardless of the school chosen, however, most students are looking for good programs of study. Consideration will now be given to the actual educational and occupational plans formulated by the students.

TABLE 9

MOST IMPORTANT REASON FOR PREFERRING SELECTED DELAWARE INSTITUTION BY ETHNIC BACKGROUND
(Percent)

Most Important Reason for Preferring Delaware Institution	White					
	Total	Delaware State College	Delaware Tech Kent	Delaware Tech North	Delaware Tech South	University of Delaware
Good program in my field	37.7	40.0	42.8	61.5	42.7	35.1
Variety of courses and programs	20.4	7.5	23.8	16.8	8.3	22.1
Good reputation	16.3	12.5	4.8	2.1	5.1	18.7
Near home	11.9	27.5	19.0	4.9	26.1	10.7
Inexpensive	5.5	0.0	4.8	4.2	6.3	5.7
Other reason	3.0	2.5	0.0	4.2	2.5	3.0
Financial assistance	1.4	2.5	0.0	1.4	1.9	1.3
Varsity team	1.2	2.5	0.0	1.4	1.3	1.1
Easy admission	1.1	0.0	0.0	1.4	3.2	0.9
New place in Delaware	0.9	5.0	0.0	0.0	1.3	0.9
Course work not difficult	0.3	0.0	0.0	0.7	1.3	0.2
Large city	0.2	0.0	0.0	1.4	0.0	0.2
Small city	0.1	0.0	4.8	0.0	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	2,043	40	21	143	157	1,682

TABLE 9 (CONT.)

Most Important Reason for Preferring Delaware Institution	Black					
	Total	Delaware State College	Delaware Tech Kent	Delaware Tech North	Delaware Tech South	University of Delaware
Good program in my field	37.1	33.6	42.9	35.2	40.0	39.7
Variety of courses and programs	14.1	14.1	42.9	16.2	8.0	13.2
Financial assistance	13.5	15.6	0.0	8.1	8.0	14.6
Near home	13.5	13.3	0.0	29.7	36.0	6.6
Good reputation	7.5	4.7	0.0	0.0	0.0	13.2
Varsity team	3.4	2.3	0.0	2.7	4.0	4.6
Inexpensive	3.4	5.4	0.0	2.7	0.0	2.7
Other reason	2.0	3.1	0.0	2.7	0.0	1.3
New place in Delaware	1.7	1.6	14.2	2.7	0.0	1.3
Easy admission	1.1	2.3	0.0	0.0	0.0	0.7
Course work not difficult	0.9	1.6	0.0	0.0	0.0	0.7
Large city	0.9	0.8	0.0	0.0	4.0	0.7
Small city	0.9	1.6	0.0	0.0	0.0	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	348	128	7	37	25	151

PART V

EDUCATIONAL AND OCCUPATIONAL PLANS

The survey instrument contained a series of questions concerning educational and occupational plans for the immediate future. It was assumed that most students had formulated these plans and were willing to provide certain information about them. The first set of questions focused on college attendance following graduation from high school. Students were asked whether they planned to continue their education beyond high school, either immediately or at some time in the future. According to the data presented in table 10, only one respondent in every five plans to terminate his or her formal education upon receipt of the high school diploma. The remaining four respondents in every five indicated that they plan to continue their education beyond high school.

TABLE 10

COLLEGE PLAN BY SEX
(Percent)

College Plan	Total	Sex	
		Female	Male
Never	19.6	21.3	17.7
Future	23.0	21.4	24.5
Now	57.4	57.3	57.8
Total	100.0	100.0	100.0
Number	3,777	1,927	1,815

Future planners were not asked to be more specific about the timing of their educational plans, because this would add a rather tenuous dimension to plans which are already speculative in nature. Future planners were asked instead to provide information about their plans for the period immediately following high school graduation. The data presented in table 11 indicate that 71 percent of all Future planners simply plan to go to work, while 11 percent plan to enter military service. The remaining 18 percent either plan another course of action or had not formulated specific plans at the time the survey was conducted.

TABLE 11

IMMEDIATE POST HIGH SCHOOL PLAN
BY SEX FOR FUTURE PLANNERS
(Percent)

Immediate Post High School Plan	Total	Sex	
		Female	Male
Military service	10.5	4.4	15.9
Work	71.0	76.9	65.6
Other	6.1	7.4	4.8
Uncertain	12.4	11.3	13.7
Total	100.0	100.0	100.0
Number	855	406	439

It is interesting to note that the data presented in table 10 contain no significant differential by sex. The distribution of female respondents among Never planners, Future planners, and Now planners is essentially the same as the male distribution. This homogeneity with respect to sex actually extends to the data in table 11, even though the female and male distributions in this

table appear to be different. The difference is artificial, however, because there is an understandably greater proportion of males planning to enter military service than females. When the military service and work categories are aggregated to form a general employment category for each sex, the female and male distributions are virtually identical.

The second set of questions focused on specific educational and occupational plans. Respondents were asked to indicate the highest academic certificate they ever expect to obtain and the occupation they plan to enter upon completion of their formal education. The following discussions document the results of these inquiries. The first discussion concerns the highest academic certificate.

Highest Academic Certificate.

All respondents were asked to specify the highest academic certificate that they ever expect to obtain. Possible choices included the high school diploma, the professional diploma from a nondegree program, the associate degree, the bachelor's degree, the master's degree, and the doctor's degree. According to the data presented in table 12, more than 25 percent of the students sampled plan to complete their formal education at the baccalaureate level, while another 34 percent plan to obtain an advanced degree. Only one respondent in every five specified the professional diploma from a nondegree program, or the associate degree, as the stopping point in his or her educational career. The relatively small number of respondents planning to terminate their formal education following graduation from high school reflects the continued importance of obtaining a college education in contemporary society. Although traditional academic values have undergone a radical transformation

recently, causing a shift in emphasis from the production of Renaissance scholars to the provision of vocational and technical training, the consensus that higher education represents the central stimulant to economic and social mobility remains unchallenged.

TABLE 12

HIGHEST ACADEMIC CERTIFICATE EVER EXPECTED BY SEX
(Percent)

Highest Academic Certificate	Total	Sex	
		Female	Male
High school diploma	21.1	23.6	18.4
Professional diploma	11.0	11.2	10.9
Associate degree	9.0	11.3	6.6
Bachelor's degree	25.4	26.6	24.2
Master's degree	20.8	19.4	22.2
Doctor's degree	12.7	7.9	17.7
Total	100.0	100.0	100.0
Number	3,581	1,839	1,721

The data presented in table 12, which summarize the degree aspirations of all respondents, reveal several interesting differentials by sex. More than 23 percent of the females sampled stated that they plan to complete their formal education upon receipt of the high school diploma, while less than 19 percent of the males sampled responded in the same manner. A similar differential by sex can be found among the respondents who chose the associate degree as the highest academic certificate they ever expect to obtain.

When the first three certificate categories are aggregated to form a single group for each sex, the following conclusion can be reached. More than 46 percent of the women sampled never plan to obtain a bachelor's degree, while less than 36 percent of the men sampled fall into this same category. The predominance of female respondents in the first three certificate categories can be explained to a certain extent by the occupational structure of the female labor market. Many of the occupations women have traditionally entered do not require substantial educational preparation beyond high school.

Undoubtedly, anticipated employment has also influenced advanced degree aspirations among female respondents. More than 39 percent of the male respondents and less than 28 percent of the female respondents plan to obtain a master's degree or a doctorate. The highest academic certificate most frequently chosen by respondents of both sexes is the bachelor's degree. The female percent in this category is 27, and the male percent is 24. This indicates that the significant differentials by sex are concentrated at either end of the degree spectrum.

The data in table 13 indicate a pronounced difference among Ever planners with respect to the highest academic certificate they ever expect to obtain. The most popular certificate among Now planners is the bachelor's degree, but the most popular certificate among Future planners is the professional diploma from a nondegree program. The data presented in table 13 also show two other interesting differentials by college plan for Ever planners. The first differential concerns the high school diploma, professional diploma, and associate degree categories. When these categories are aggregated to produce a single group for each college plan, the following conclusion can be reached. More than 56 percent of the Future planners never plan to obtain a bachelor's degree,

while only 17 percent of the Now planners fall into this category. The second differential concerns the master's degree and doctor's degree categories. When these two categories are aggregated to produce a single group for each college plan, the following conclusion can be reached. More than 48 percent of the Now planners plan to obtain an advanced degree, while only 22 percent of the Future planners fall into this category. Future planners are more inclined than Now planners to enter the higher education system at a lower level, pursue a lesser academic certificate, and remain in the system for a shorter time period. This implies that the Now planners will place the greater demands upon the higher educational resources of the State, given the relative preferences for college attendance inside and outside Delaware.

TABLE 13

HIGHEST ACADEMIC CERTIFICATE
EVER EXPECTED BY COLLEGE PLAN
(Percent)

Highest Academic Certificate	College Plan		
	Ever	Future	Now
High school diploma	5.2	15.1	1.4
Professional diploma	12.0	24.6	7.1
Associate degree	10.7	16.4	8.5
Bachelor's degree	31.0	21.8	34.6
Master's degree	25.5	15.6	29.3
Doctor's degree	15.6	6.5	19.1
Total	100.0	100.0	100.0
Number	2,887	801	2,086

The data presented in tables 14 and 15 relate the highest academic certificate ever expected to the educational attainment of each parent. These data were assembled on the assumption that respondent degree aspirations would be influenced by parental educational attainment. The survey results support the validity of this assumption. A cursory examination of table 14 indicates that almost 80 percent of the respondents whose father is a college graduate and more than 68 percent of the respondents whose father has had postgraduate training aspire at least to corresponding levels in the higher education system. Since the figures in table 15 produce similar results, it is reasonable to conclude that the educational attainment of either parent is an equally good indicator of the degree aspirations of the respondent. Whether parents of different sex and similar educational attainment exert a similar influence on these aspirations is quite another matter, however.

The data in tables 14 and 15 were also tabulated by sex of respondent to determine whether parents of a given sex exerted a stronger influence on the degree aspirations of their sons or their daughters. Traditional notions concerning the strength of certain parent-child relationships suggest the possibility of these sex differentials. The results obtained in this survey contain no evidence of any differential influence by sex, however. The relation of parental educational attainment to the highest academic certificate ever expected is positive and independent of both the sex of the parent and the sex of the respondent.

Occupation Chosen.

The system of higher education in the United States has become increasingly oriented toward occupational training during the past several decades. This makes

TABLE 14

HIGHEST ACADEMIC CERTIFICATE EVER EXPECTED
BY FATHER'S EDUCATION
(Percent)

Highest Academic Certificate	Total	Father's Education: No formal education	Elementary grades 1-8	Some high school grades 9-11	High school graduate	Some college	College graduate	Post-graduate training
High school diploma	19.6	57.1	37.2	35.4	22.4	13.9	6.5	3.7
Professional diploma	10.8	3.6	15.5	13.9	15.0	7.5	7.1	3.3
Associate degree	8.8	0.0	11.3	12.7	9.3	9.9	6.8	3.7
Bachelor's degree	26.3	28.6	15.9	22.0	26.2	33.2	34.3	20.9
Master's degree	21.3	3.6	14.6	10.9	18.3	22.7	28.4	35.0
Doctor's degree	13.2	7.1	5.5	5.1	8.8	12.8	16.9	33.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	3,262	28	309	533	928	374	664	426

TABLE 15

HIGHEST ACADEMIC CERTIFICATE EVER EXPECTED
BY MOTHER'S EDUCATION
(Percent)

Highest Academic Certificate	Total	Mother's Education: No formal education	Elementary grades 1-8	Some high school grades 9-11	High school graduate	Some college	College graduate	Post-graduate training
High school diploma	19.8	26.6	39.9	36.3	20.8	8.1	6.6	4.7
Professional diploma	10.9	26.6	13.1	13.6	12.1	8.1	7.4	4.7
Associate degree	9.0	6.7	7.1	14.9	9.2	5.4	7.2	3.0
Bachelor's degree	25.9	26.7	16.1	20.4	26.8	33.3	29.1	17.7
Master's degree	21.3	6.7	17.8	10.5	20.1	27.9	27.7	37.9
Doctor's degree	13.1	6.7	6.0	4.3	11.0	17.2	22.0	32.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	3,344	15	168	603	1,417	459	513	169

it necessary for most high school students to select at least an occupational area prior to graduation, and to formulate their educational plans with this area in mind. Since occupational choice has become an important consideration to high school seniors, the survey instrument contained several questions on this subject. All respondents were asked to state whether they had chosen an occupation that they planned to enter following completion of their formal education and, if so, to specify that occupation. The survey results indicate that 63 percent of the students sampled had made an occupational choice, at least for the immediate future. This figure accounts for more than 66 percent of the female respondents, less than 60 percent of the male respondents, almost 66 percent of the Never planners, approximately 60 percent of the Future planners, and more than 63 percent of the Now planners. The absence of any significant differential by sex is understandable. There is no a priori reason why a female should make her occupational choice any sooner than a male, ceteris paribus. The absence of any significant differential by college plan is less understandable, however, especially with respect to the Never planners. Since the students in this category do not plan to continue their education beyond high school, it is interesting that less than two-thirds of these students have arrived at a decision concerning what would seem to be a rather urgent matter.

The data presented in table 16, which summarize the occupational preferences of all respondents having chosen an occupation, suggest several interesting differentials by sex. The most significant differentials concern clerical workers and craftsmen. The former occupation has traditionally been reserved for women, while the latter has almost always been populated by men. The survey results indicate a continuation of this phenomenon. More than 29 percent of the female respondents and less than 2 percent of the male respondents chose

clerical worker as their preferred occupation, while only 1 percent of the female respondents and more than 21 percent of the male respondents chose craftsman.

TABLE 16

OCCUPATION CHOSEN BY SEX
(Percent)

Occupation	Total	Sex	
		Female	Male
Professional and technical worker	60.7	61.0	59.8
Clerical worker	17.3	29.7	1.8
Craftsman	9.9	1.0	21.2
Service worker, including private household	5.9	5.5	6.4
Manager, official, and proprietor, including farm	3.0	0.8	3.0
Laborer, including farm	1.3	0.2	5.8
Sales worker	1.0	1.5	2.8
Operative	0.9	0.3	0.4
Total	100.0	100.0	100.0
Number	2,112	1,177	928

The most popular occupational category for both sexes was the professional and technical worker, reflecting rather clearly the educational aspirations of the sample cohort. Three respondents in every five stated that they planned to enter a particular occupation in this general category. The majority of respondents who did not specify a professional or technical occupation chose either clerical worker or craftsman, depending upon sex. These categories accounted for

more than 90 percent of the female respondents and 81 percent of the male respondents. The other respondents were distributed almost uniformly among the remaining occupational categories, with some emphasis on the sales worker and the service worker.

The data presented in table 17 suggest several interesting differentials by college plan. More than 41 percent of the Never planners chose clerical work as their preferred occupation, while more than 29 percent chose a craft. One can appreciate this pattern of choice, because most of the occupations in both of these categories impose no stringent educational requirements on potential entrants. Students not planning to continue their formal education beyond high school must consider occupations of this type when seeking permanent employment.

TABLE 17

OCCUPATION CHOSEN BY COLLEGE PLAN
(Percent)

Occupation	College Plan		
	Never	Future	Now
Professional and technical worker	8.8	45.1	82.5
Manager, official, and proprietor, including farm	3.3	3.6	2.7
Clerical worker	41.3	23.5	7.5
Sales worker	2.3	0.9	0.7
Craftsman	29.2	12.8	2.8
Operative	3.0	1.4	0.1
Service worker, including private household	9.1	10.5	3.2
Laborer, including farm	3.0	2.2	0.5
Total	100.0	100.0	100.0
Number	397	446	1,266

The most popular occupational category among both Future planners and Now planners is the professional and technical worker, reflecting again the dominant educational aspirations of the sample cohort. More than 45 percent of the Future planners and 82 percent of the Now planners chose professional and technical occupations. The lower figure among Future planners is attributable to higher proportions for both the clerical worker and the craftsman, compared with the corresponding proportions among Now planners. More than 23 percent of the Future planners chose clerical worker and 13 percent chose craftsman, while only 8 percent of the Now planners chose the former category and less than 3 percent chose the latter. These comparisons among the three planning groups with respect to occupational choice suggest the following general conclusion. The pattern of occupational choice for each college plan is entirely consistent with the corresponding level of educational aspiration, indicating an unmistakable interdependence of educational and occupational planning on the part of the average respondent.

The data presented in tables 18 and 19 relate the occupation chosen by the student to the occupational status of each parent. These data were assembled on the assumption that respondents consider the occupation of their parents in choosing their own occupation. This assumption has a certain intuitive appeal, but the survey results do not support its validity. A cursory examination of table 18 indicates that most students plan to enter a professional or technical occupation, regardless of the occupational status of their fathers. The same conclusion can be drawn from table 19 with respect to the occupational status of the mother. This conclusion remains unchanged even when tables 18 and 19 are tabulated by sex of the respondent. The survey results seem to indicate that the occupation of either parent is not a satisfactory indicator of occupational choice among sons and daughters, unless that occupation happens to be professional or technical in

nature. A student whose mother or father is a professional or technical worker has a much higher probability of choosing an occupation in this category than a student whose mother or father is a service worker, for example. This can be seen clearly in the first row of both tables.

However, the survey results provide sufficient evidence to indicate that most students use the occupational status of their parents to reinforce their own selection of an occupation. Students whose parents have higher occupational status, especially professional status, aspire to the same level as their parents. Students whose parents have lower occupational status, moreover, aspire to <u>at least</u> the level of their parents, and the majority aspire to a higher level.

TABLE 18

OCCUPATION CHOSEN BY FATHER'S OCCUPATION
(Percent)

Occupation Chosen	Father's Occupation: Professional and technical worker	Manager, official, proprietor	Clerical worker	Sales worker	Craftsman	Operative	Service worker	Laborer
Professional and technical worker	84.1	59.1	40.9	35.5	52.1	38.1	45.7	25.5
Manager, official, and proprietor including farm	1.7	6.7	37.1	45.4	2.9	3.1	2.9	1.0
Clerical worker	6.7	15.9	1.0	2.0	20.2	33.8	22.8	18.4
Sales worker	0.2	1.1	16.2	8.6	1.2	0.6	1.4	1.0
Craftsman	4.2	7.3	4.8	4.6	14.4	10.6	12.9	33.7
Operative	0.2	0.6	0.0	0.0	0.7	3.8	0.0	4.1
Service worker, including private household	2.2	9.0	0.0	2.6	7.5	8.1	11.4	13.3
Laborer, including farm	0.7	0.3	0.0	1.3	1.0	1.9	2.9	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	541	357	105	152	411	160	70	98

TABLE 19

OCCUPATION CHOSEN BY MOTHER'S OCCUPATION
(Percent)

Occupation Chosen	Mother's Occupation								
	Housewife	Professional and technical worker	Manager, official, proprietor	Clerical worker	Sales worker	Crafts-man	Oper-ative	Service worker	Laborer
Professional and technical worker	61.1	81.7	47.9	64.2	52.6	50.0	42.8	58.7	39.4
Manager, official, and proprietor, including farm	4.1	2.2	5.5	2.8	3.8	5.5	0.0	0.8	0.0
Clerical worker	17.4	7.5	23.3	17.6	21.8	27.8	27.1	22.6	21.3
Sales worker	0.8	0.0	2.7	0.2	3.8	0.0	0.0	2.0	0.0
Craftsman	8.1	4.7	13.7	9.3	11.6	5.5	8.6	9.1	30.3
Operative	0.6	0.0	1.4	0.8	1.3	0.0	4.3	0.8	3.0
Service worker, including private household	6.8	3.2	4.1	3.8	5.1	11.2	14.3	5.2	3.0
Laborer, including farm	1.1	0.7	1.4	1.3	0.0	0.0	2.9	0.8	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	651	279	73	397	78	18	70	252	33

PART VI

IMPLEMENTATION OF PLANS TO ATTEND COLLEGE

This section focuses on the educational plans of the Ever planners, students who intend to go to college. Here consideration is given to the sources of college information students consult, the sources of funds they plan to use to finance their education, and the programs of study and academic certificates they plan to pursue.

Sources of Information.

Respondents were provided with a list of nine potential sources of information about colleges and universities (table 20) and asked to indicate as many of these as they usually consult (Q6). Four out of five students consult their school guidance counselors. Almost two out of three write to the college itself; and more than half checked "friend who attends college" and "reference books." This suggests that students seek information from sources they consider knowledgeable about the contemporary situation. They infrequently mention parents, alumni, brothers and sisters, or school teachers and principals--all of whom may command the general respect of students, but who are seen as less expert in this specific matter. These findings, combined with previous findings on important reasons for choosing among Delaware institutions, indicate that institutions of higher education in the State should attempt to provide high school guidance counselors with a continuous supply of current information about programs of study.

TABLE 20

SOURCES OF INFORMATION BY SEX
(Percent)

Sources of Information	Total	Female	Male
Guidance counselor	80.5	80.5	80.4
Write college	65.8	71.1	60.6
Friend who attends college	54.9	57.0	53.0
Reference book	51.2	53.6	48.7
Teacher	28.8	27.7	29.9
Parents	27.1	28.0	25.8
Older brother or sister	21.5	22.9	20.0
Alumnus of college	16.7	16.8	16.7
Other source	6.7	7.4	6.1
School principal	3.8	3.2	4.4
Number	2,944	1,504	1,466

Note: Percentages do not total 100 because respondents could check more than one source of information.

Since most students do consult guidance counselors about college matters, a question was included to determine how helpful this assistance has been (Q7). Table 21 shows that two-thirds find the counselor helpful to a certain extent. The proportion is higher, however, among students who usually consult the counselor; the collective experience of this group undoubtedly provides a better overall evaluation.

TABLE 21

EVALUATION OF GUIDANCE COUNSELOR
BY WHETHER COUNSELOR IS USUALLY CONSULTED
FOR INFORMATION ABOUT COLLEGES
(Percent)

Evaluation of Counselor	Total	Usually Consults Counselor	Does Not Usually Consult Counselor
Very helpful	31.5	36.2	10.1
Some help	36.9	39.4	25.2
Not much help	21.3	18.6	33.9
Waste of time	10.3	5.8	30.8
Total	100.0	100.0	100.0
Number	3,012	2,277	487

Sources of Funds.

All respondents who ever plan to go to college were asked how they expect to finance their college education (Q16). Each respondent was confronted with a list of seven options and instructed to check as many sources of funds as he or she plans to use. The left-hand column in table 22 shows the percentage of students expecting to make use of each of the sources of funds. Parents represent the most common source of support; 70 percent of the students responding to the question expect financial assistance from this source. About half of the seniors expect to use money they will have saved before entering college, and slightly more than 40 percent expect to earn money while they are in school. None of the other alternatives, including scholarships, loans, and other sources, was checked by more than 15 percent of the students.

TABLE 22

SOURCES OF FUNDS BY COLLEGE PLAN BY SEX
(Percent)

Sources of Funds	College Plan								
	Ever			Future			Now		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Parents	70.5	74.0	66.8	42.2	42.9	41.6	80.6	84.8	76.2
Money saved before entering college	55.4	55.9	54.9	60.8	64.4	57.3	53.4	52.9	53.9
Money earned while attending college	43.0	41.3	44.9	46.5	48.2	45.6	41.7	38.8	44.8
Academic scholarships	13.8	16.1	11.4	5.9	5.7	6.1	16.6	19.6	13.4
Commercial loans	11.3	11.4	11.2	14.2	13.5	15.2	10.1	10.7	9.4
Other source	9.7	10.0	9.3	8.6	5.7	11.5	10.1	11.4	8.5
Relatives	5.5	5.6	5.4	5.2	5.1	5.3	5.5	5.8	5.3
Athletic scholarships	2.5	0.3	4.7	2.0	0.3	3.7	2.7	0.4	5.2
Number	2,888	1,457	1,411	752	371	375	2,127	1,084	1,029

Note: Percentages do not total 100 because respondents could check more than one source of funds.

A comparison of the three "total" columns in table 22 reveals some differences between students who will attend college now and those who plan to attend in the future. For Future planners, the most frequently mentioned sources of funds are savings and earnings. Future planners are less likely than Now planners to anticipate financial support from their parents. They expect to depend more on loans and less on academic scholarships than Now planners. These comparisons give rise to some inferences about the reasons why Future planners are delaying entry into college. Since many of them do not anticipate assistance from their parents, they will work for some time to establish savings, and perhaps develop further skills or experience that will contribute to earnings while they are students.

Although the differences between Now and Future planners are quite distinct, differences between female and male students in each planning category are generally less striking. These few are worth noting. Among Now planners, women students are more likely than men students to expect assistance from their parents and less likely to anticipate using money earned while in college. More female students than males expect assistance from academic scholarships. The survey data also show that students of both sexes with the highest scholastic averages are more likely than others to expect academic scholarship assistance. Males are more likely than females to expect athletic scholarships; as predicted, most of these students participated in high school varsity sports. If the percentages planning on the two kinds of scholarships are combined, there is very little difference by sex. Among Future planners, the major difference by sex occurs in the savings category. Somewhat more females than males mentioned money saved before entering college as a potential source of funds. Otherwise, the Future planners of both sexes expect to rely on earnings, parental assistance, and commercial loans.

College Selection.

Application for admission is the first concrete step toward implementation of a plan to attend college. According to the data reported in table 23, more than 90 percent of the Now planners and only 23 percent of the Future planners had made application at the time of the survey. Among the Future planners having made application, one would expect to find students whose plans are firmer with respect to the time and institution of eventual enrollment.

TABLE 23

COLLEGE APPLICATION MADE BY COLLEGE PLAN
(Percent)

College Application Made	College Plan		
	Ever	Future	Now
Yes	73.6	23.2	93.5
No	26.4	76.8	6.5
Total	100.0	100.0	100.0
Number	3,010	852	2,158

Students who indicated they had applied for admission were asked to check the most important reason for selecting the school(s) to which they had made application (Q14). The list of reasons offered is similar to the list for a previous question about preferences among Delaware institutions. The first column of table 24 shows the distribution of most important reasons for all applicants. No other reason is anywhere near as important as "school offers a good program in the field of study in which I am most interested," which accounts for almost half of the responses to the question. A "good reputation," with about 14 percent, is a distant second, followed by "variety of courses"

TABLE 24

COMPARISONS AMONG RESPONDENTS AND BETWEEN PARENTS AND RESPONDENTS OF MOST IMPORTANT REASONS FOR PREFERRING A PARTICULAR COLLEGE
(Percent)

Most Important Reason	Respondent's Most Important Reasons for Selecting School(s) to Which Application Has Been Made: All Applicants	Applicants Without Parental Preference	Applicants With Parental Preference	Parents Most Important Reason for Preferring a Particular School*
Good program in my field	49.3	52.8	46.3	28.8
Good reputation	13.8	12.5	15.0	22.4
Variety of courses and programs	9.1	10.9	7.8	8.3
Near home	8.5	5.8	11.1	17.5
Inexpensive	4.6	3.2	5.6	10.3
Other reason	4.3	4.0	4.3	5.7
Financial assistance	3.1	3.1	3.0	3.7
New place to live	2.2	3.2	1.4	1.2
Easy admission	1.3	1.8	0.8	0.6
Varsity team	1.3	1.5	1.2	1.4
Parental preference	1.2	NA**	2.4	NA
Course work not difficult	0.6	0.6	0.5	0.2
Small city	0.4	0.3	0.4	0.2
Large city	0.3	0.4	0.2	0.1
Total	100.0	100.0	100.0	100.0
Number	2,192	1,130	1,023	1,306

*For respondents with parental preference.

**Not applicable.

and location "near home." It is interesting to note that aggregating all financial and locational reasons accounts for less than 20 percent of total responses.

All respondents who ever plan to go to college were asked whether they thought their parents wanted them to continue their education beyond high school (Q8); 97 percent said "yes." Of those respondents whose parents support plans for higher education, 45 percent think that their parents have in mind a particular school that they would prefer them to attend. Applicants can, therefore, be divided between those whose parents have a preference for a particular school and those whose parents have no preference. The data in the middle two columns of table 24 provide a basis for comparing these two groups with respect to their own choice of schools.

Generally speaking, the reasons given by applicants whose parents have no preference are similar to the reasons given by those whose parents have a preferred school in mind. Less than three percent of the students whose parents have a preference have applied to a school mainly because it is the one their parents want them to attend. Some further inferences can be made about parental influence on college selection, however, from the data in table 24. Applicants whose parents have a preferred school in mind are more likely than other applicants to cite "near home" and "inexpensive" as important considerations. The first three reasons--those we have called academic reasons--were chosen more often by students whose parents have no preference than by other students.

These inferences about the effects of parental preference are reinforced by the data in the right-hand column of table 24. Students who thought their parents had a preferred school in mind were asked to indicate what they thought was their parents' most important reason for preferring that school (Q10). Students perceive their parents as being more concerned with expenses and proximity

to home than the students themselves are. They also see their parents as placing relatively less emphasis on academic reasons, in general, and "good program in my field," in particular, although parents are perceived to have more interest than the students in a school with a good reputation.

These aggregated comparisons tell something about how students as a whole pictured themselves and their parents, but they do not tell whether the reasons cited by particular students coincide with those attributed to their parents. The data in table 25 compare the most important reason for a student's selection of the school or schools to which application has been made with the reason given for his or her parents' preference for a particular school. Students tend to see agreement between themselves and their parents on the reasons for preferring a school, particularly in the case of the most important reason to both groups, a good program in the student's field of interest. To a lesser extent, they also perceive agreement on good reputation, variety of courses, and financial assistance. These four reasons account for two-thirds of the parents who have a preference.

College Location.

Respondents who ever plan to go to college were asked to name the school they expect to attend and to give its location (Q15). About two-thirds of the students expect to attend colleges in Delaware, according to the data presented in table 26. More than 50 percent of all respondents expect to attend a school in New Castle County. The neighboring states of Maryland, Pennsylvania, and New Jersey account for about 10 percent of the students, the Northeastern States about 5 percent, and Southern States about 12 percent. Only about five percent of Delaware high school seniors expect to leave the East Coast for the Middle

TABLE 25

MOST IMPORTANT REASON FOR SELECTING SCHOOL(S) APPLIED TO
BY MOST IMPORTANT REASON FOR PARENTAL PREFERENCE
(Percent)

Most Important Reason for Selecting School(s)	Most Important Reason for Parental Preference											
	Good reputation	Variety of courses	Good program in field	Varsity team	Course work not difficult	Inexpensive	Financial assistance	Small city	Near home	New place	Easy admission	Other reason
Good reputation	43.8	5.9	3.2	0.0	0.0	9.2	10.0	0.0	8.4	18.2	16.7	11.5
Variety of courses and programs	8.1	42.3	1.5	0.0	0.0	2.5	2.5	0.0	7.5	0.0	0.0	9.9
Good program in my field	32.6	31.8	85.8	0.0	0.0	26.7	25.0	100.0	30.3	45.4	39.9	29.5
Varsity team	1.2	0.0	0.0	88.9	0.0	0.0	0.0	0.0	0.5	9.1	0.0	0.0
Course work not difficult	0.0	0.0	0.0	0.0	0.0	3.3	2.5	0.0	0.5	0.0	0.0	0.0
Inexpensive	2.3	1.2	1.9	0.0	0.0	31.7	5.0	0.0	3.0	0.0	0.0	6.6
Financial assistance	1.5	0.0	0.6	0.0	0.0	0.9	42.5	0.0	3.5	0.0	0.0	4.9
Large city	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Small city	0.0	2.3	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6
Near home	4.3	9.4	3.4	11.1	100.0	13.3	5.0	0.0	35.3	9.1	16.7	3.3
New place to live	1.2	2.4	0.3	0.0	0.0	3.3	2.5	0.0	1.5	9.1	0.0	1.6
Parental preference	1.5	1.2	0.6	0.0	0.0	2.5	0.0	0.0	6.0	0.0	0.0	1.6
Easy admission	0.8	0.0	0.6	0.0	0.0	3.3	0.0	0.0	0.5	0.0	0.0	0.0
Other reason	1.9	3.5	1.5	0.0	0.0	3.3	5.0	0.0	3.0	9.1	16.7	29.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	258	85	324	9	1	120	40	1	201	11	6	6

Western, Mountain, or West Coast States, or for a foreign country.

TABLE 26

LOCATION OF SCHOOL RESPONDENT EXPECTS TO ATTEND
BY SEX AND BY COLLEGE PLAN
(Percent)

Location of School	Total	Sex		College Plan	
		Female	Male	Future	Now
New Castle County	52.5	55.8	49.0	50.7	53.0
Kent County	6.2	5.8	6.6	11.2	4.9
Sussex County	8.6	8.8	8.3	14.7	7.0
Maryland	3.0	2.3	3.7	2.4	3.1
New Jersey	0.9	0.7	1.1	1.1	0.9
Pennsylvania	6.5	5.5	7.5	3.2	7.3
Northeast United States	5.3	4.7	6.0	3.0	5.9
South United States	11.7	11.9	11.6	7.6	12.8
North Central United States	3.3	2.8	4.0	3.4	3.3
West United States	1.6	1.0	2.1	1.9	1.5
Canada	0.1	0.2	0.0	0.2	0.1
Mexico	0.1	0.2	0.1	0.6	0.0
Other location	0.2	0.3	0.0	0.0	0.2
Total	100.0	100.0	100.0	100.0	100.0
Number	2,630	1,348	1,266	529	2,094

The first two columns in table 26 show virtually no differences by sex in the location of the school the student expects to attend. Slightly more females than males expect to go to colleges in New Castle County. There are some differences by college plan, however, in the location of the schools Ever planners

expect to attend. Future planners are more likely than Now planners to name a Delaware institution. Now planners who expect to attend colleges outside Delaware are distributed very much like the total group. They plan to attend schools in the East Coast, principally in the Middle Atlantic and Southern States.

The data in table 27 show that there are some relationships between the location of a student's residence and the location of the school he or she expects to attend. Residents of New Castle County consider location important and are more likely to plan to enroll in a school near their home than one located elsewhere, especially outside the county. Residents of Kent County, as befits their central location, are spread more evenly over the State, with a slightly larger proportion expecting to attend colleges located in New Castle County. More students from Sussex County expect to attend a school in Sussex County than in any other location, but a large minority expect to go to New Castle County. The choice of location among students going out of State does not appear to be greatly influenced by a student's place of residence in the State.

Most of the students who attend high school in Delaware but live in another state do not expect to attend a Delaware institution of higher education. Among these nonresidents, Pennsylvania and the Northeastern States are the most favored locations.

TABLE 27

LOCATION OF SCHOOL RESPONDENT EXPECTS TO ATTEND
BY PLACE OF RESIDENCE
(Percent)

Location of School	Total	Place of Residence			
		New Castle County	Kent County	Sussex County	Outside of Delaware
New Castle County	52.5	65.5	27.0	23.3	8.7
Kent County	6.2	4.0	25.2	7.4	0.0
Sussex County	8.6	0.8	16.4	39.7	0.0
Maryland	3.0	2.0	4.0	4.6	8.7
New Jersey	0.9	0.8	1.3	0.9	1.6
Pennsylvania	6.5	5.6	5.3	2.8	34.1
Northeast United States	5.3	5.5	3.1	1.4	20.7
South United States	11.7	10.9	10.6	16.0	11.9
North Central United States	3.3	3.0	4.9	2.8	8.7
West United States	1.6	1.5	2.2	0.9	4.0
Canada	0.1	0.1	0.0	0.2	0.0
Mexico	0.1	0.1	0.0	0.0	0.8
Other location	0.2	0.2	0.0	0.0	0.8
Total	100.0	100.0	100.0	100.0	100.0
Number	2,630	1,818	226	433	126

Program of Study.

Since the most important consideration for most students in selecting an institution of higher education is the availability of a good program in the field of study in which they are interested, particular emphasis in the data analysis was placed on the programs of study selected by respondents. Each

student ever planning to attend college was asked to select from a list of more than 100 choices the program of study he or she would be most interested in pursuing at an institution of higher education (Q17). The program of study most frequently selected was nursing (about seven percent), followed by business administration (six percent), secretarial studies and elementary education (each about five percent).

Table 28 lists the 15 most frequently selected programs of study which together account for almost half of the total responses to this question. There is a noticeable preference in this list of programs for professional and technical studies of various kinds, including architecture, social work, premedical studies, computer science, and criminal justice. Only three arts and sciences programs--biological sciences, political science, and psychology--are found among the leading choices. Three of the leading six programs are directly related to business--accounting, business administration, and secretarial studies. Agriculture is not represented at all, and only one engineering program--electrical engineering--is present among the leading 15 programs. The field of education is represented by elementary education and physical education.

Full consideration of the data on preferred programs of study was facilitated by combining the separate fields into program areas, corresponding roughly to the divisions or colleges of many universities. The seven program areas derived from question 17 are listed in table 29; the programs of study included in each area are listed in Appendix B. The most frequently selected program area is "other professional and technical programs," which accounts for almost one-fourth of the total responses. This area is followed by arts and sciences, business and public administration, education tied with nursing and allied health professions, engineering, agriculture and home economics, and miscellaneous other programs.

TABLE 28

PROGRAMS OF STUDY MOST FREQUENTLY SELECTED
(Percent)

Program of Study	Number	Percent of All Programs
Nursing	203	6.9
Business administration	182	6.2
Secretarial studies	145	4.9
Elementary education	136	4.6
Accounting	111	3.8
Criminal justice and law enforcement	106	3.6
Premedical studies	87	3.0
Biological sciences	69	2.3
Psychology	69	2.3
Physical education	66	2.2
Computer science and data processing	60	2.0
Electrical engineering	57	2.0
Architecture	56	1.9
Political science	56	1.9
Social work	53	1.8
Total	1,456	49.4

TABLE 29

PROGRAM AREA CHOSEN BY SEX
(Percent)

Program Area	Total	Sex	
		Female	Male
Other professional and technical programs	22.5	15.0	30.4
Arts and science	17.2	18.2	16.2
Business and public administration	16.9	17.6	16.0
Education	12.3	16.7	7.7
Nursing and allied health professions	12.3	21.3	2.9
Engineering	7.5	0.7	14.7
Agriculture and home economics	5.7	5.3	6.1
Other programs of study	5.6	5.2	6.0
Total	100.0	100.0	100.0
Number	2,876	1,477	1,399

Differences by sex appear in only half of the program areas. Education and nursing were more popular among women students, while men students were more inclined to choose engineering and other professional and technical programs.

The educational plans of all respondents include not only the dimension of a program of study, but also a level of competence that the student expects to attain. In order to find out how much training each respondent expected to acquire in the field of study he or she selected, the students were asked what type of academic certificate they expected to obtain following the completion

of the program of study they chose. The next academic certificate expected by most Ever planners is a bachelor's degree (66 percent). The remaining one-third of all respondents is evenly divided between a professional diploma from a nondegree program and an associate degree. Differences by sex are clearly apparent in the data shown in table 30. Females are more likely than males to pursue diplomas and associate degrees, while over 70 percent of males intend to obtain bachelor's degrees.

TABLE 30

NEXT ACADEMIC CERTIFICATE EXPECTED BY SEX
(Percent)

Next Academic Certificate	Total	Sex	
		Female	Male
Professional diploma	16.7	18.5	14.7
Associate degree	17.3	20.6	14.2
Bachelor's degree	66.0	60.9	71.1
Total	100.0	100.0	100.0
Number	2,822	1,410	1,396

Table 31 shows the distributions by next certificate expected of the students who chose each of the leading 15 programs of study. The majority of students in almost all of these programs expect to receive a bachelor's degree. Three important exceptions are computer science and data processing, nursing, and secretarial studies. Students are interested in computer science at all three levels of training, although more expect to pursue a bachelor's degree than either of the other two certificates. The distribution for nursing is bimodal, with students selecting either a professional diploma or a bachelor's degree. In secretarial studies, the majority preference is for the associate

degree, followed by the professional diploma. A much smaller proportion of students interested in secretarial studies expects to receive a bachelor's degree than in any other of the leading 15 programs.

TABLE 31

PROGRAMS OF STUDY MOST FREQUENTLY SELECTED
BY NEXT ACADEMIC CERTIFICATE EXPECTED
(Percent)

Program of Study	Total	Next Academic Certificate Expected		
		Professional diploma	Associate degree	Bachelor's degree
Accounting	100.0	19.6	21.6	58.8
Architecture	100.0	18.5	18.5	63.0
Biological sciences	100.0	4.4	2.9	92.7
Business administration	100.0	13.5	20.6	65.9
Computer science and data processing	100.0	26.3	31.6	42.1
Criminal justice and law enforcement	100.0	16.0	28.0	56.0
Electrical engineering	100.0	24.5	22.6	52.9
Elementary education	100.0	4.5	13.6	81.9
Nursing	100.0	41.8	16.4	41.8
Physical education	100.0	9.8	13.1	77.1
Political science	100.0	1.9	1.9	96.2
Premedical studies	100.0	10.5	1.2	88.3
Psychology	100.0	3.1	7.8	89.1
Secretarial studies	100.0	31.1	52.3	16.6
Social work	100.0	13.7	11.8	74.5

TABLE 32

PROGRAM AREA CHOSEN BY COLLEGE PLAN AND NEXT ACADEMIC CERTIFICATE EXPECTED
(Percent)

Program Area	Ever			Future			Now		
	Professional diploma	Associate degree	Bachelor's degree	Professional diploma	Associate degree	Bachelor's degree	Professional diploma	Associate degree	Bachelor's degree
Arts and science	7.1	9.0	24.0	9.2	10.2	16.0	4.8	8.1	25.5
Agriculture and home economics	3.6	6.3	6.2	3.4	8.1	8.0	3.9	4.9	5.8
Business and public administration	18.9	30.0	12.0	18.5	24.9	17.4	19.3	33.6	11.0
Education	6.4	8.1	14.8	8.4	9.1	10.2	4.4	7.5	15.7
Engineering	10.5	7.1	6.5	12.2	9.6	6.6	8.8	5.3	6.5
Nursing and allied health professions	25.1	13.3	8.4	14.3	13.2	8.0	36.4	13.4	8.5
Other professional and technical programs	20.0	19.3	23.8	25.2	18.3	27.2	14.5	20.1	23.2
Other programs of study	8.4	6.9	4.3	8.8	6.6	6.6	7.9	7.1	3.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	466	480	1,811	238	197	287	228	283	1,524

Focusing again on the aggregated program areas, table 32 shows the comparison between Now and Future planners with respect to the fields of study they expect to pursue and the certificates they expect to receive. Ever planners expecting bachelor's degrees are heavily concentrated in arts and sciences and other professional and technical programs. Those expecting associate degrees will pursue programs of study in business and public administration and other professional and technical fields. Students will pursue professional diplomas in nursing, business, and other professional and technical fields.

The Now planners, who constitute the great majority of Ever planners, are similarly distributed by program areas for each type of certificate. Future planners, however, depart somewhat from the average for all planners. Those expecting to pursue a bachelor's degree in the future, for example, are more likely to select a field of study in other professional and technical programs or in business and public administration than in arts and sciences. The Future planners expecting associate degrees plan to pursue approximately the same types of programs as Now planners expecting the same degree. Among Future planners expecting a diploma, other professional and technical programs and business administration are both more important than nursing, which accounts for the largest percentage of Now planners pursuing a professional diploma.

The final table shows the program area selected by the location of the school the student expects to attend. This table makes more specific the general conclusion that students select colleges for the programs of study they offer. It shows what programs students expect to pursue at Delaware institutions and what programs they have chosen at institutions outside Delaware. A larger percentage of students going out of the State expect to study arts and sciences and other professional and technical programs than students staying in Delaware.

A substantial majority of students who expect to study at Delaware schools chose business and health professions. For other programs of study, there seems to be little difference between prospective resident and nonresident students.

TABLE 33

PROGRAM AREA CHOSEN BY LOCATION OF SCHOOL
RESPONDENT EXPECTS TO ATTEND
(Percent)

Program Area	Total	Location of School			
		New Castle County	Kent County	Sussex County	Outside of Delaware
Other professional and technical programs	22.1	20.5	18.4	23.1	25.0
Arts and science	19.2	17.9	13.3	5.3	25.8
Business and public administration	16.7	19.6	20.9	25.8	8.6
Education	12.5	11.6	24.6	6.2	13.5
Nursing and allied health professions	12.3	13.3	11.4	21.8	8.2
Engineering	6.5	7.1	3.8	10.2	5.2
Agriculture and home economics	5.4	6.5	3.8	4.0	4.5
Other programs of study	5.3	3.5	3.8	3.6	9.2
Total	100.0	100.0	100.0	100.0	100.0
Number	2,544	1,333	158	225	828

APPENDIX

APPENDIX A

SURVEY METHODOLOGY

This appendix provides technical information concerning questionnaire design and survey administration. The following discussion focuses upon the research strategy, the sample structure, and the problem of nonresponse. Since a full account of the methodology would require substantial documentation, this appendix contains only essential information.

Research Strategy.

The information upon which the analysis in this report is based was obtained through the administration of a survey questionnaire to the senior class in a sample of Delaware high schools. A schedule of questions was designed by personnel from the Division of Urban Affairs at the University of Delaware. This instrument was then pretested at Elkton Senior High School in Maryland. An evaluation of pretest performance produced several modifications to the original questionnaire. A copy of the final instrument used in the Delaware survey can be found in Appendix C.

Sample Structure.

The questionnaire was administered to seniors in 29 Delaware high schools during April and May of 1973. Administering the questionnaire this late in the school year meant that most seniors would have formalized their educational and occupational plans for the immediate future. This is especially true for the

large group of students planning to attend college immediately following graduation from high school. The sample population contained 17 public high schools, 7 parochial high schools, and 5 private high schools. The public high schools were chosen on the basis of a 50 percent random sample of Delaware public school districts. The parochial and private high schools were simply enumerated, with the exception of one parochial high school which refused to participate in the study. The distribution by county of the sample population conforms rather closely to the distribution by county of the Delaware population in the 1970 Census. This implies that the distinct social and economic characteristics of Kent, New Castle, and Sussex Counties are present to a reasonable extent in the sample population. The sample distribution by county is shown in table A-1. This table also contains the sample distribution by type of high school for the 3,833 students who participated in the survey.

TABLE A-1

DISTRIBUTION OF THE SAMPLE
OF DELAWARE HIGH SCHOOL SENIORS
BY COUNTY AND TYPE OF HIGH SCHOOL, 1973

County	Number	Percent
New Castle		
Public	1,948	50.8
Parochial	583	15.2
Private	190	5.0
Kent		
Public	580	15.1
Sussex		
Public	532	13.9
TOTAL	3,833	100.0

Nonresponse.

The problem of nonresponse represents a necessary consideration in the administration of questionnaire surveys. This problem arises when individuals are asked to supply information on a voluntary basis by responding to particular questions and elect to do otherwise. Preventive measures such as clear and concise instructions provide the best defense against nonresponse. Individuals can be encouraged and even admonished to answer specific questions, but they cannot be coerced. The statistical information presented in this report is subject to nonresponse, but the overall problem did not prove to be serious. The nonresponse rate for the entire questionnaire is 3.8 percent. This figure compares favorably with rates of nonresponse reported for other surveys of similar scope and format and falls well within what can be designated an acceptable range of values.

APPENDIX B

PROGRAMS OF STUDY BY PROGRAM AREA

Arts and Science

Anthropology
Archaeology
Art and art history
Astronomy
Biological sciences
Chemistry
Comparative literature
Dramatic arts
Economics
English
Geography
Geology
History
Mathematics
Music
Oriental languages
Philosophy
Physics
Political science
Psychology
Romance languages
Slavic languages
Sociology
Statistics

Agriculture and Home Economics

Agricultural economics
Agricultural engineering
Agronomy
Animal science
Dairy science
Entomology
Home economics
Horticulture
Meteorology
Plant science
Poultry science
Soil science

Agriculture and Home Economics (Cont'd)

Food technology and nutritional science

Forest science

Textile science

Water resources management

Wood science

Business and Public Administration

Accounting

Advertising

Business administration

Engineering management

Finance

Insurance and real estate

Marketing

Public administration

Secretarial studies

Education

Art education

Elementary education

Health education

Music education

Physical education

Rehabilitation education

Secondary education

Special education

Vocational and industrial education

Engineering

Aeronautical engineering

Automotive engineering

Ceramic science

Chemical engineering

Civil engineering

Electrical engineering

Engineering graphics

Industrial engineering

Instrumentation engineering

Mechanical engineering

Metallurgy

Mineral engineering

Mining engineering

Nuclear engineering

Engineering (Cont'd)

Engineering mechanics

Environmental engineering

Petroleum engineering

Nursing and Allied Health Professions

Dental hygiene

Health planning and administration

Inhalation therapy

Medical technology

Nursing

Occupational therapy

Pharmacology

Physical therapy

Speech pathology and audiology

X-ray technology

Other Professional and Technical Programs

Architecture

Biochemistry

Biophysics

Black studies

Community development

Computer science and data processing technology

Cosmetology

Criminal justice and law enforcement

Electronics technology

Linguistics

Marine studies and oceanography

Microbiology

Military science

Population studies

Predental studies

Prelegal studies

Premedical studies

Preveterinary studies

Recreation and park administration

Other Professional and Technical Programs (Cont'd)

Geophysics

International relations

Journalism

Library science

Religious studies

Social work

Urban studies

APPENDIX C

School number _____

Questionnaire _____

DELAWARE HIGH SCHOOL SENIOR SURVEY 1973

The Division of Urban Affairs at the University of Delaware has agreed with the Delaware Higher Educational Aid Advisory Commission to undertake a comprehensive study of factors which bear on the future needs in Delaware for higher educational academic facilities and programs. A major part of this study is concerned with the educational and occupational plans of Delaware high school seniors following their graduation from high school. The purpose of this questionnaire is to provide information about these plans.

The survey questionnaire you have in front of you contains two types of questions. The first type requires you to choose one or more answers from a list of possible answers. Most of the questions fall into this category. When responding to a question of this type, it is important that you consider all of the choices before answering. Mark each answer clearly in the space provided. The second type of question requires you to write a short answer. Please be sure that all written answers can be read without difficulty.

You will find that many questions contain references to "institution of higher education" or "college." These terms are meant to include all educational institutions that offer liberal arts, professional, technical, or vocational training to high school graduates.

1. How would you evaluate the importance of obtaining a college education in contemporary society, considering the cost of such an education?

____ very important

____ important

____ not very important

____ a waste of time

2. How much difference do you think a college education makes in the amount of income a person can earn during a lifetime?

____ a great difference

____ some difference

____ not much difference

____ no difference at all

3. How much difference do you think having a college education makes in the amount of job security a person is likely to have during his or her working career?

____ a great difference

____ some difference

____ not much difference

____ no difference at all

4. Do you plan to continue your education beyond high school, either immediately or at some time in the future?

____ No. I do not plan to continue my education beyond high school.

GO TO QUESTION 19

____ Yes. I plan to continue my education at some time in the future but not immediately following high school.

GO TO QUESTION 5

____ Yes. I plan to continue my education following graduation from high school.

GO TO QUESTION 6

5. When you finish high school, what do you plan to do?

____ enter military service

____ go to work

____ other (please specify): _____

____ uncertain

6. When you want information about colleges and universities, how do you usually go about getting it? Please check as many as apply.

____ ask a guidance counselor

____ ask the school principal

____ ask a teacher

____ ask a friend who attends the college

____ ask an alumnus of the college

____ ask my parents

____ ask an older brother or sister

____ write to the college

____ consult a reference book

____ other (please specify): _____

7. How would you evaluate the help which the high school guidance counselor has given you about going to college? Please check one.

____ very helpful

____ some help

____ not much help

____ a waste of time

____ I have not discussed going to college with a counselor.

8. Do you think your parents want you to continue your education beyond high school?

____ Yes. My parents want me to continue my education.

GO TO QUESTION 9

____ No. My parents do not want me to continue my education.

GO TO QUESTION 11

9. Do you think your parents have a particular school in mind that they would prefer you to attend?

____ Yes. My parents have a school in mind.

GO TO QUESTION 10

____ No. My parents do not have a school in mind.

GO TO QUESTION 11

10. What do you think is the most important reason why your parents would prefer you attend that school? Please check one and only one.

____ school has a good reputation

____ school offers a variety of courses and programs

____ school offers a good program in the field of study in which I am most interested

____ school has a good team in the varsity sport I want to play

____ coursework is not difficult

____ attendance is inexpensive

____ financial assistance is available in the form of scholarships, loans, or part-time work

____ school is located in or near a large city

____ school is located in a small city

____ school is located near my home

____ location of the school would give me the opportunity to live in a different part of the country or the world than I have lived in before

____ admission is easy

____ other (please specify): _____

11. If you were asked to choose an institution of higher education in Delaware, what school would you prefer to attend? Please check one.

____ Brandywine College

____ Delaware State College

____ Delaware Tech - Kent campus at Dover

____ Delaware Tech - Northern campus at Wilmington

____ Delaware Tech - Southern campus at Georgetown

____ Goldey Beacom College

____ Nursing School of Wilmington

____ University of Delaware

____ Wesley College

____ Wilmington College

____ other Delaware school (please specify): _____

12. What is the most important reason why you would prefer to attend the school you chose in the preceding question? Please check <u>one</u> and only one.

____ school has a good reputation

____ school offers a variety of courses and programs

____ school offers a good program in the field of study in which I am most interested

____ school has a good team in the varsity sport I want to play

____ coursework is not difficult

____ attendance is inexpensive

____ financial assistance is available in the form of scholarships, loans, or part-time work

____ school is located in or near a large city

____ school is located in a small city

____ school is located near my home

____ location of the school would give me the opportunity to live in a different part of Delaware than I have lived in before

____ admission is easy

____ other (please specify): _____

13. Have you made application for admission to any institution of higher education?

____ Yes. I have made application for admission.

GO TO QUESTION 14

____ No. I have not made application for admission.

GO TO QUESTION 15

14. What is the most important reason why you have chosen the school or schools to which you have made application? Please check one and only one.

____ school has a good reputation

____ school offers a variety of courses and programs

____ school offers a good program in the field of study in which I am most interested

____ school has a good team in the varsity sport I want to play

____ coursework is not difficult

____ attendance is inexpensive

____ financial assistance is available in the form of scholarships, loans, or part-time work

____ school is located in or near a large city

____ school is located in a small city

____ school is located near my home

____ location of the school would give me the opportunity to live in a different part of the country or the world than I have lived in before

____ school is the one my parents want me to attend

____ admission is easy

____ other (please specify): _____

15. What school do you expect you will actually attend?

Name _____

Location _____

16. How do you plan to finance your college education? Please check as many as apply.

____ money from parents

____ money from relatives

____ money from academic scholarships

____ money from commercial loans

____ money from athletic scholarships

____ money you saved before entering college

____ money earned while attending college

____ other (please specify): _____

17. What program of study would you be most interested in pursuing at an institution of higher education? Please check one and only one.

___ accounting
___ advertising
___ aeronautical engineering
___ agricultural economics
___ agricultural engineering
___ agronomy
___ animal science
___ anthropology
___ archaeology
___ architecture
___ art and art history
___ art education
___ automotive engineering
___ astronomy
___ biochemistry
___ biological sciences
___ biophysics
___ Black studies
___ business administration
___ ceramic science
___ chemical engineering
___ chemistry
___ civil engineering
___ community development
___ comparative literature
___ computer science and data processing technology
___ cosmetology
___ criminal justice and law enforcement
___ dairy science
___ dental hygiene
___ dramatic arts
___ economics
___ electrical engineering
___ electronics technology
___ elementary education
___ engineering graphics
___ engineering management
___ engineering mechanics
___ English
___ entomology
___ environmental engineering
___ finance
___ food technology and nutritional science
___ forest science
___ geography
___ geology
___ geophysics
___ health education
___ health planning and administration
___ history
___ home economics
___ horticulture
___ industrial engineering
___ inhalation therapy
___ instrumentation engineering
___ insurance and real estate
___ international relations
___ journalism
___ library science
___ linguistics
___ marine studies and oceanography
___ marketing
___ mathematics
___ mechanical engineering
___ medical technology
___ metallurgy
___ meteorology
___ microbiology
___ military science
___ mineral engineering
___ mining engineering
___ music
___ music education
___ nuclear engineering
___ nursing
___ occupational therapy
___ Oriental languages
___ petroleum engineering
___ pharmacology
___ philosophy
___ physical education
___ physical therapy
___ physics
___ plant science
___ political science
___ population studies
___ poultry science
___ pre-dental studies
___ pre-legal studies
___ pre-medical studies
___ pre-veterinary studies
___ psychology
___ public administration
___ recreation and park administration
___ rehabilitation education
___ religious studies
___ Romance languages
___ secondary education
___ secretarial studies
___ Slavic languages
___ social work
___ sociology
___ soil science
___ special education
___ speech pathology and audiology
___ statistics
___ textile science
___ urban studies
___ vocational and industrial education
___ water resources management
___ wood science
___ X-ray technology
___ other (please specify):

_____

18. What type of academic certificate would you expect to obtain following completion of the program of study you selected in the preceding question? Please check one and only one.

____ professional diploma from a nondegree program

____ associate degree

____ bachelor's degree

19. What is the highest academic certificate that you ever plan to obtain? Please check one.

____ high school diploma

____ professional diploma from a nondegree program

____ associate degree

____ bachelor's degree

____ master's degree

____ doctor's degree

20. Have you chosen an occupation that you plan to enter following completion of your formal education?

____ Yes. I have chosen an occupation.

GO TO QUESTION 21

____ No. I have not chosen an occupation.

GO TO QUESTION 22

21. What is that occupation? Please be as specific as you can.

Occupation _____

22. Please indicate your sex.

____ Female

____ Male

23. What is your present age? _____

24. Ethnic background: (please check one)

____ White

____ Black

____ Latin American

____ Oriental

____ other (please specify): _____

25. Place of residence: (please check one and only one)

New Castle County

___ Bellefonte
___ Brookside
___ Claymont
___ Delaware City
___ Elsmere
___ Middletown
___ Newark
___ New Castle
___ Newport
___ Odessa
___ Smyrna
___ Townsend
___ Wilmington
___ Wilmington Manor-Chelsea-Leedom

___ New Castle County, in a densely populated area, not in a place listed above.

___ New Castle County, in a sparsely populated area, not in a place listed above.

Kent County

___ Bowers
___ Camden
___ Cheswold
___ Clayton
___ Dover
___ Dover Base
___ Dupont Manor
___ Farmington
___ Felton
___ Frederica
___ Harrington
___ Hartly
___ Highland Acres
___ Houston
___ Kent Acres--South Dover Manor
___ Kenton
___ Leipsic
___ Little Creek
___ Magnolia
___ Milford
___ Rodney
___ Smyrna
___ Viola
___ Woodside
___ Wyoming

___ Kent County, in a densely populated area, not in a place listed above.

___ Kent County, in a sparsely populated area, not in a place listed above.

Sussex County

___ Bethany Beach
___ Bethel
___ Blades
___ Bridgeville
___ Dagsboro
___ Delmar
___ Ellendale
___ Fenwick Island
___ Frankford
___ Georgetown
___ Greenwood
___ Laurel
___ Lewes
___ Milford
___ Millsboro
___ Millville
___ Milton
___ Ocean View
___ Rehoboth Beach
___ Seaford
___ Selbyville
___ Slaughter Beach

___ Sussex County, in a densely populated area, not in a place listed above.

___ Sussex County, in a sparsely populated area, not in a place listed above.

___ Place of residence not in Delaware

26. Number of years in present residence: _____

27. Has your place of residence changed at least once during the past five years?

____ Yes. I have moved at least once in the past five years.

GO TO QUESTION 28

____ No. I have not moved in the past five years.

GO TO QUESTION 29

28. If you have moved at least once in the past five years, please indicate the location of your most recent previous residence.

City and State _____

29. Have you ever attended a high school other than the one in which you are currently enrolled?

____ Yes. I have attended another high school.

GO TO QUESTION 30

____ No. I have not attended another high school.

GO TO QUESTION 31

30. If you have attended another high school, please indicate the name and location of that school.

Name _____

City and State _____

31. Number of persons living in your household, including yourself: _____

32. Please indicate the present employment status of each of your parents. Check only one category for each parent.

	Father	Mother
Retired	_____	_____
Employed, full time	_____	_____
Employed, not full time	_____	_____
Unemployed, usually works	_____	_____
Unemployed, does not usually work	_____	_____
Deceased	_____	_____
Do not know	_____	_____

33. Please indicate the type of job held by each parent who now works or has ever worked, including parents who are retired or deceased. Be as specific as you can.

Father _____

Mother _____

34. Please specify the formal education level for each of your parents. Check only one category for each parent.

	Father	Mother
No formal education	_____	_____
Elementary school (grades 1-8)	_____	_____
Some high school (grades 9-11)	_____	_____
High school graduate	_____	_____
Some college	_____	_____
College graduate	_____	_____
Postgraduate training	_____	_____
Do not know	_____	_____

35. Are both of your original parents still living and present in your household?

____ yes

____ no

36. Do you have any living brothers or sisters, including step-brothers, step-sisters, half-brothers, or half-sisters?

____ Yes. I have living brothers and sisters.

GO TO QUESTION 37

____ No. I have no living brothers and sisters.

GO TO QUESTION 39

37. If you have any living brothers or sisters (including step-brothers, step-sisters, half-brothers, or half-sisters), please write in the age of each one (beginning with the oldest) and check the appropriate boxes in the table below.

AGE	SEX (check one)		LIVING IN YOUR HOME (check one)		ATTENDING COLLEGE (check one)	
	FEMALE	MALE	YES	NO	YES	NO

IF NONE OF YOUR BROTHERS OR SISTERS IS PRESENTLY ATTENDING COLLEGE, PLEASE GO TO QUESTION 39.

38. If any of your brothers or sisters is presently attending college, please indicate their age and the name of the school they are attending and check whether your parents are helping to pay for this education.

RELATION TO YOU	AGE	NAME OF SCHOOL	PARENTS HELPING TO PAY (check one) YES	NO
Brother				
Brother				
Brother				
Sister				
Sister				
Sister				

39. Have you ever played on a varsity athletic team in high school?

____ yes

____ no

40. What has been your scholastic average during the last two academic years?

____ A

____ B

____ C

____ D